DOCUMENT RESUME

ED 341 776 CE 060 172

AUTHOR Guthrie, Barbara; And Others
TITLE Developing a Career Center. A Career Center Handbook for New Mexico's High School Counselors.
INSTITUTION New Mexico State Univ., Alamogordo.
SPONS AGENCY New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.; New Mexico State Occupational Information Coordinating Committee, Santa Fe.
PUB DATE 90
NOTE 74p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Counseling; Career Guidance; *Career Information Systems; Educational Planning; *Educational Resources; High Schools; *Information Centers; *Program Development; *Resource Materials; Statewide Planning
IDENTIFIERS *Career Centers; National Career Development Guidelines; New Mexico

ABSTRACT

Based on a pilot project that promoted statewide career guidance awareness through the establishment of a high school career center, this guide shows New Mexico high school counselors how to develop career centers in their schools. The booklet takes counselors through the process of establishing a career center, providing suggestions for the following activities: (1) assessing present career programs; (2) creating a local advisory board; (3) determining the objectives of the center; (4) planning the initial budget; (5) planning space, location, equipment, and resources; (6) gathering career materials; (7) determining methods of identifying and filing career materials; (8) establishing operational procedures; (9) planning ongoing reassessment by staff, students, and advisory committee members; and (10) planning publicity and dissemination of career center information. The center is planned to be developed through three levels: (1) basic needs; (2) acquisition of additional resources; and (3) fully trained staff, state-of-the-art equipment, resources, and computerized information. Equipment and resources as well as support services are suggested for each level. Resources listed include 10 newsletters and journals, 9 books, 6 associations, 4 sources for audiovisual aids, 6 sources for books, 2 sources for career counselor resources, 4 sources for career interest inventories, and 6 sources for miscellaneous career materials. Appendixes include forms for a career center assessment project staff survey, a student questionnaire, a faculty request form, a student intake form; and a list of 55 references. (KC)

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A Handbook for Counselors

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DEVELOPING A CAREER CENTER

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A CAREER CENTER HANDBOOK
for
New Mexico's High School Counselors

Compiled, Written, and Edited

by

Barbara Guthrie, Career Planning Coordinator
Sandra Maxwell, Career Counselor
Patricia Mosier, Career Counselor
Peggy Nadaskay, Career Center Assistant
Marjorie Vallejos, Assistant Provost

New Mexico State University at Alamogordo Staff

Contributing Articles

by

Carol Bell, VIPS Director
Dr. Joe Anne Bridge, ASVAB Test Specialist
Charles Lehman, SOICC Director
Nancy Mandel, NMSDE Guidance/Counseling Consultant
Elma Pineda, NMCIS Director

NEW MEXICO STATE UNIVERSITY
at
Alamogordo
P.O. Box 477
Alamogordo, NM 88311-0477
(505) 434-3723

NEW MEXICO STATE UNIVERSITY AT ALAMOGORDO

New Mexico State Occupational Information Coordinating Committee

NEW MEXICO STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

NM Vocational Technical and Adult Education

NEW MEXICO VOCATIONAL-TECHNICAL AND ADULT EDUCATION
NEW MEXICO DEPARTMENT OF EDUCATION

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CAREER CENTER HANDBOOK

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FOREWORD

by

Albert Zamora, Director
Vocational-Technical and Adult Education
New Mexico Department of Education

Career Guidance has become a national and state priority. Ensuring that our students are aware of the multitude of careers available and of the requirements of each is increasingly important. The work force needs in the 21st century are so critical that we will no longer be able to afford the luxury of allowing students to languish in uncertainty as they grope for direction in the maze of career options available. In that regard, the New Mexico State Department of Education is proud to jointly sponsor the successful Career Center Pilot Project at Alamogordo Senior High School.

This resulting comprehensive guidebook explains all the aspects of establishing (or expanding) a Center at your school. It includes everything from initial organization to acquiring support resources through maximizing student involvement.

An effective Center need not involve a lot of staff and money. For example, many of the information materials are free or inexpensive. Furthermore, free advice and assistance is available from the agencies committed to this endeavor. My program staff, the New Mexico State Occupational Information Coordinating Committee in Albuquerque and the Alamogordo project staff are all available to assist.

Please contact us--and good luck in implementing this critical activity.

SOICC ADVISORY BOARD
1990

JOHN ARCHULETA
SDE-VOC Rehabilitation
Special Projects Director
604 West San Mateo
Santa Fe, NM 87501
(505) 827-3520

CAROL A. BELL
Assistant Coordinator V.I.P.S. Project
351 Rio Communities Blvd.
Belen, NM 87002
(505)864-2822
1-800-247-VIPS

DR. JOE ANNE BRIDGE
ASVAB Test Specialist
P.O. Box 103
Albuquerque, NM 87103
(505) 766-2458
(505) 766-2495

DR. LEWIS DAHMEN
Professor
Counseling and Family Studies Dept.
University of New Mexico
Albuquerque, NM 87131
(505) 277-4316

SHARON FOX
State Supervisor of Equal Vocational Opportunity
State Department of Education
Educ. Bldg, 300 Don Gaspar
Santa Fe, NM 87501-2786
(505) 827-6655

EDMUND GRAUSSOIN
NM School Administrators Assn.
Box 9669
Santa Fe, NM 87504
(505) 988-5426

BARBARA GUTHRIE
Career Planning Coordinator
New Mexico State University - Alamogordo
P.O. Box 477
Alamogordo, NM 88311
(505) 434-0840

DIANA HAMILTON
Guidance Department Chair
Alamogordo Senior High School
103 Cuba
Alamogordo, NM 88310
(505) 437-3010

CHARLES LEHMAN
SOICC DIRECTOR
New Mexico Department of Labor
P.O. Box 1928
Albuquerque, NM 87103
(505) 841-8638

NANCY MANDEL
Guidance and Counseling Consultant
State Department of Education
Educ. Bldg. 300 Don Gaspar
Santa Fe, NM 87501-2786
(505) 827-6698

ELMA PINEDA
Director
New Mexico Career Information UNM
College of Ed 111
Albuquerque, NM 87131
(505) 277-5137

PAT PUTNAM
State Supervisor for Handicapped,
Disadvantaged, Career Guidance and Counseling
State Department of Education
Educ. Bldg, 300 Don Gaspar
Santa Fe, NM 87501-2786
(505) 827-6655

GEORGE SANDOVAL
Director
UNM Career Placement Center
University of New Mexico
Albuquerque, NM 87131
(505) 277-2531

MARJORIE VALLEJOS
Assistant Provost
New Mexico State University - Alamogordo
P.O. Box 477
Alamogordo, NM 88311
(505) 434-3723

The members of the SOICC State Advisory Board are to be commended for their participation, valuable input, and knowledgeable guidance, contributing to the successful outcome of the project.

PURPOSE

This manual was written for New Mexico's High School Counselors and other faculty and staff involved in career education to assist with the development and implementation of Career Centers in their schools. It represents the efforts of a project funded through the New Mexico State Occupational Information Coordinating Committee (NMSOICC), and the New Mexico Department of Vocational Education.

This year-long pilot project, administered by New Mexico State University at Alamogordo, promoted state-wide career guidance awareness through the establishment of a comprehensive Career Center at Alamogordo Senior High School and the production of this manual.

This manual integrates the ideas, concepts, and practical aspects of the project. It provides counselors a method of offering career guidance services and identifies valuable resources that can assist the counselor with providing career education for their students. This manual is especially helpful for counselors who assume several roles in their position.

BACKGROUND

Career guidance services have been successfully developed and implemented at New Mexico colleges during the past ten years through sponsorship and funding from the New Mexico State Department of Vocational-Technical Education and the New Mexico State Department of Labor JTPA division.

Recognizing that students also need career counseling and job-seeking skills training at the high school level, the New Mexico State Occupational Information Coordinating Committee (NMSOICC), presented a proposal to the National Occupational Coordinating Committee (NOICC) for funding to begin developing career guidelines in the state. In this competitive bid, New Mexico was one of seven states selected to receive NOICC support for the implementation of career guidelines. Matching funds were provided by the New Mexico Department of Vocational-Technical Education.

The project developers recognized that college Career Centers would be valuable resources and serve as models for high schools. They could provide trained Career Center staff members who would be available for consultation and technical

support. With this in mind, a plan was developed to set up a comprehensive Career Center at a high school near a community college that had an operational, comprehensive Career Center.

The key participants in this project were New Mexico State University at Alamogordo, which served as the model site, and Alamogordo Senior High School, which was the pilot site. The key personnel for the project were NMSU-A Project Director, Barbara Guthrie, Administrative Director, Marjorie Vallejos, ASHS Career Counselors, Pat Mosier and Sandy Maxwell, and ASHS Guidance Department Chair, Diana Hamilton.

The National Career Development Guidelines, developed by the NOICC, were the foundation for the project. The following excerpts from NOICC literature provides a basis for this.

> "Based on consensus of national and state agency and professional association representatives, as well as individual career development experts, the National Guidelines address three main areas.
>
> 1. **Student and Client Competencies and Indicators**--recommended student or client outcomes are presented organized around the areas of self-knowledge, educational and vocational development, and career planning.
>
> 2. **Institutional Capabilities** -- recommended structure and support needed for quality programs are presented, including administrative commitments, physical facilities, materials, and equipment.
>
> 3. **Personnel Requirements and Counselor Competencies** -- recommended staff roles and counselor competencies needed to deliver quality programs are presented."

In addition to using these three concepts for development of the project, objectives for student outcomes were planned using the competencies determined by the National Guidelines for career planning and exploration. The high school competencies are:

1. Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

2. Understanding the inter-relationship of life roles and careers.

3. Understanding of the continuous changes in male/female roles and how they relate to career decisions.

4. Skills in career exploration and planning.

The competencies and guidelines are explained in greater detail in the NOICC publication The National Career Guidance and Counseling Guidelines: High Schools. Copies can be obtained from:

National Occupational Information Coordinating Committee
Suite 156
2100 M Street, N.W.
Washington, D.C. 20037
(202) 653-5671

NOICC publications are also available for elementary schools, middle and junior high schools, post-secondary institutions, and human service agencies. The following publications may be especially helpful to those establishing a Career Center project:

The National Career Development Guidelines Local Handbook for High Schools

The National Career Development Guidelines State Resource Handbook

GETTING ORGANIZED

The recommended organizational procedures to follow when establishing a Career Center are:

1. **Assess** the present career programs.
2. **Create** a local advisory board.
3. **Determine** the objectives of the Center.
4. **Plan** the initial set-up and operational budget.
5. **Plan** space, location, equipment, and resources.
6. **Gather** existing career materials.
7. **Determine** methods of identifying and filing career materials.
8. **Establish** operational procedures.
9. **Plan** ongoing reassessment by the staff, students, and advisory committee.
10. **Plan** publicity and dissemination of Career Center information.

ASSESSMENT

The first phase of the development of a Career Center requires an assessment of the current career guidance activities that are offered at the school. This will provide a baseline of available services as well as identify resources that can be used in the future. More important, it will prevent the offering of duplicate services.

Assessment of School

The school assessment should be done at five levels:

1. Administrative
2. Support Staff
3. Faculty
4. Students
5. Parents

ADMINISTRATIVE

The support for the Career Center should flow from the top down. An initial meeting should be set up with the Superintendent by the Director of Guidance and the Principal. The purpose of this meeting is to inform the Superintendent of the Career Center plans and to assess his support of the project. Once the green light is given by the Superintendent, the Project Director can then begin the assessment at all other levels. (Some high schools may have area administrative offices that would serve as the top level clearance.)

SUPPORT STAFF

It is important to assess the career guidance services being provided by individual guidance and counseling staff. This should be done through verbal assessment, as well as brief written responses to four basic questions:

1. What career-related resources are available, and how current are these materials?

2. What is the present level of usage of these resources?

3. What career guidance services are currently provided and which personnel provide these services?

4. What career education programs exist? What are the sequence and depth of these programs?

The answers to these questions provide information on both the level of career guidance that is being provided, and the written and audio/visual resources available at the school. These resources may be considered for consolidation within the Career Center.

Information received from these questions can be discussed between the Project Director and the support staff to generate new ideas for Career Center services.

FACULTY

Although the primary goal of the faculty assessment is to identify the current in-classroom career guidance activities, it is also a quick way to inform the faculty of the plans to develop a Career Center. A quick and easy assessment form **(see Appendix A)** is the key to participation. If the Director of Guidance or the Principal are successful at motivating the faculty to respond, have them endorse the questionnaire with a cover memo urging the quick return of the form. A side benefit of generating the form early in the project is to identify those faculty members who are excited about the project. The responses will clearly identify such faculty members.

STUDENTS

This is the group that usually supports the Career Center without reservation; however, it is a good idea to have some written assessment on hand. A suggestion is to survey classes across the curriculum. **(See Appendix B)** This is a good time to find out what the students want in a Career Center and any suggestions that they may have to improve career counseling services.

PARENTS

Parents often exert a strong influence on their children's career choice. Many parents expect their children to make career decisions before they are ready or with insufficient information. They often project their own desires on their children's career choices. The parent assessment provides an avenue for the counselor to reach parents and establish a network so that the parents can be provided factual career information. This can contribute to a positive influence on their children's career planning efforts. By involving parents in the process, they may be more likely to encourage their children to participate in the Career Center programs.

ADVISORY BOARD

Once the assessment process is completed, it is time to establish a working Advisory Board. The Board can provide feedback for the establishment of goals and objectives of the new Career Center. The Advisory Board should provide input and evaluation, but should not set policy or guidelines that are part of the responsibility of the Guidance Department.

Selecting the Board members is the important task. It is strongly recommended to have representation from the guidance and counseling staff, the academic faculty, the vocational faculty, the student body, and the members of the community who are working in related fields. This group can then become local sources for information, support, and long-term evaluation, and serve as a liaison to local business and industry. Perhaps their most important role will be discovered later when it is time to get community support for the continuation of the Career Center.

IDENTIFY GOALS AND OBJECTIVES

This important phase of development determines your path to the successful establishment of your first Career Center. The assessment of faculty, staff, students, and parents will be the basis for forming the **goals and objectives**, since the purpose of the Center is to meet the needs of the clients who will be using the services. The availability of resources and money to fund the project will also need to be considered.

Although each Career Center will be based on the needs of its students, these basic objectives should be followed.

1. Provide accurate and relevant career materials.
2. Assist the students in researching occupational ideas suited to their interests, values, and abilities.
3. Offer career assessment through testing and interest inventories.
4. Provide the faculty with staff and resources to support career-related educational instruction.
5. Provide an avenue for parents to participate in student career goals.

These objectives clearly establish the purpose of the Career Center, including what programs will be offered, who will have access to the Center, and what materials and resources will be provided. The objectives will establish a plan of action that will determine the needed staff, space, resources, programs, and equipment. They will also lay the foundation for a comprehensive Career Center.

ASK YOURSELF

Now that your goals and objectives are established, ask the following questions.

* Where is the best location?
* Who will be using the Center?
* How many people need to be accommodated at one time?
* What types of services and programs will be offered?
* How much space is needed for these services and the supportive equipment?

By answering these and other questions related to the objectives, a picture will begin to develop of your future Career Center.

LOCATION

The **ideal location** for the Career Center is in the guidance and counseling area of the school. Counselors and students then have easy access to the programs and resources of the Center. This is usually a high traffic area of the school, and students are already accustomed to using counselor services and assistance. In addition, it will facilitate the integration of the Career Center programs into the overall guidance plan of the school. If space is not available within the guidance and counseling area, it is recommended that an adjacent classroom be modified to accommodate the Career Center. The next best alternative is to use a section in either the counselor's office or the counseling waiting room.

Other considerations related to the location include the following:

* Easy access for handicapped students
* The assurance of security for the equipment and resources
* Sufficient room size to accommodate small groups
* Space allowance for individual workstations
* Privacy for counselor/student interaction
* Quiet areas for testing

FLOOR PLAN

Once the location has been determined, the **floor plan** can be developed. The Career Center "developer" should keep several factors in mind when developing the floor plan.

1. Space for computer workstations. These workstations will need to fill a dual role for either group participation or individual use. Space on either side of a workstation should be free so that several students can view the computer at one time.

2. Privacy for assessment. If the Career Center does not have a computerized assessment component, an area where a student can sit and complete an assessment form will be needed.

3. Another factor to consider is that of the noise level of certain activities. If a viewing area is planned for videos, it should be removed from other work areas.

4. Career Centers need to be student oriented and have a relaxed and casual appearance. Students feel welcome in an area where they can browse through attractively displayed career materials and do their own research.

On the premise that a picture is worth a thousand words, included in this section are two floor plans which may be helpful in planning other centers. Both plans were developed in the ways mentioned, where objectives were determined. Examples of some other Career Center floor plans are given in the book Career Counseling: Applied Concepts of Life Planning by V.G. Zunker.

Figure 1 represents the floor plan for the Alamogordo Senior High School Career Center, which services a total population of 1886 students, grades 9 through 12.

Figure 2 is the floor plan of the New Mexico State University at Alamogordo Career Center. The population of the campus is approximately 1850, a number similar to the high school; however, because the objectives of the Centers are not similar, they are arranged differently to accommodate additional functions, such as student employment and placement.

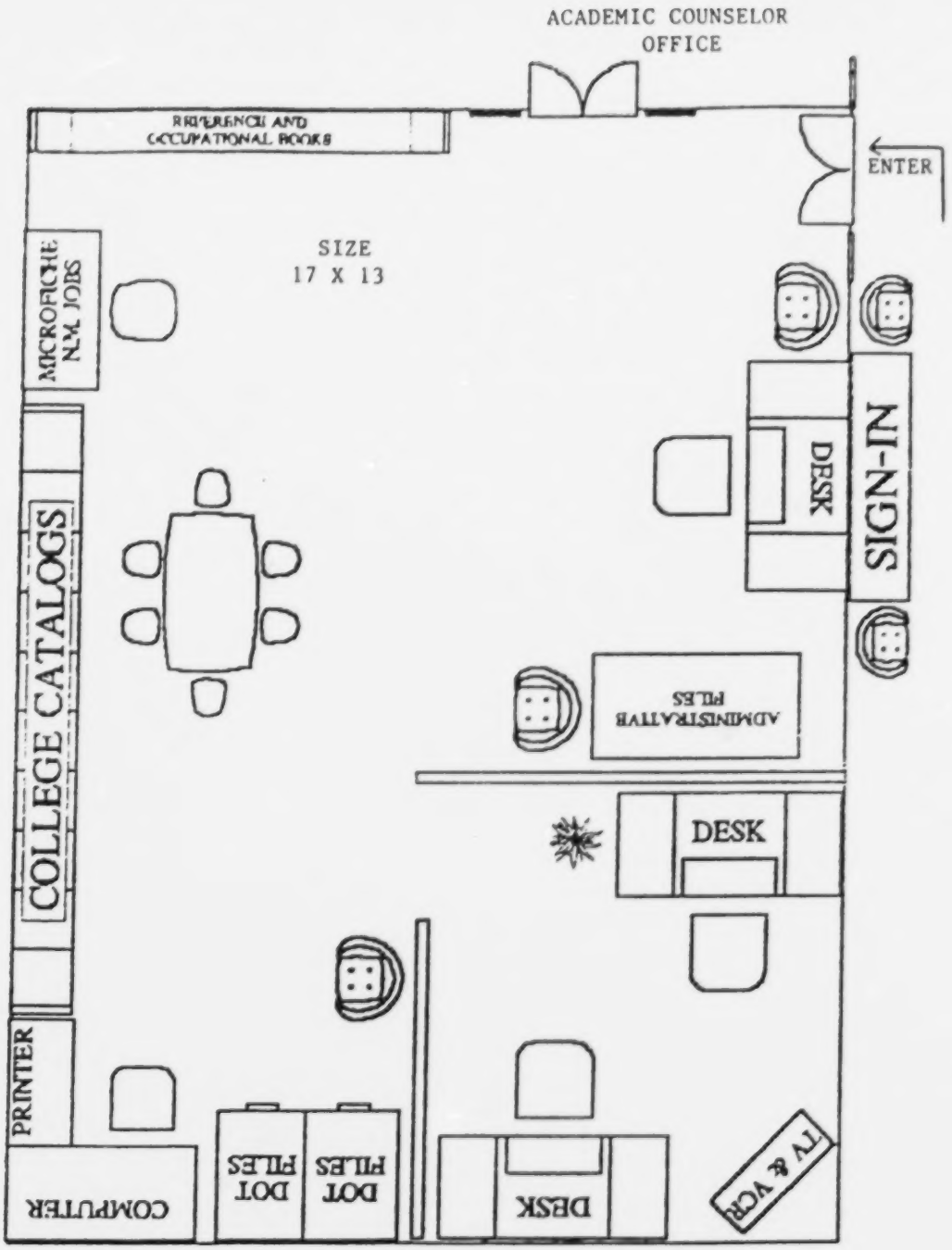

Figure 1
ASHS CAREER CENTER

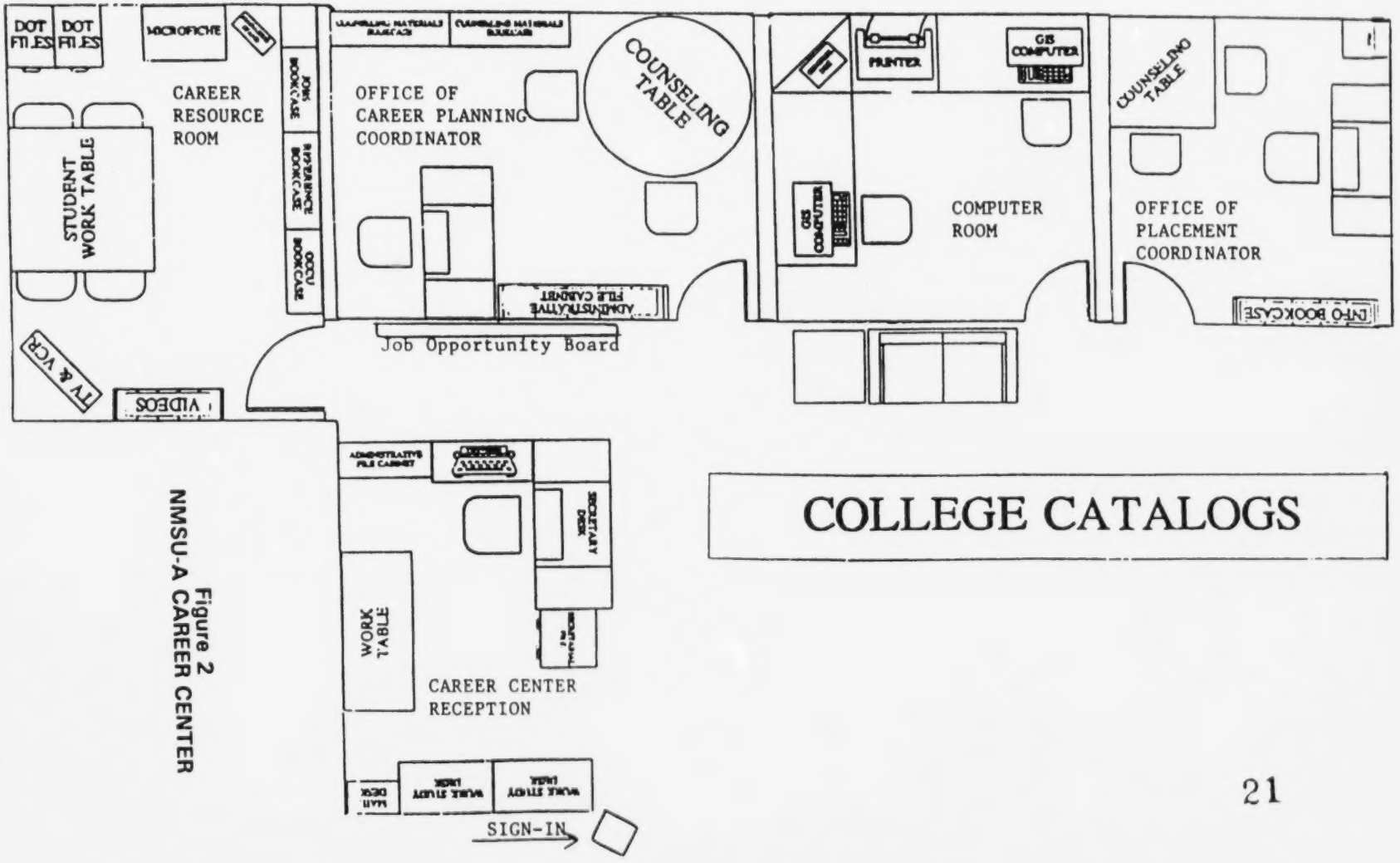

Figure 2
NMSU-A CAREER CENTER

COLLEGE CATALOGS

DEVELOPING A CAREER CENTER

	LEVEL I	LEVEL II	LEVEL III
STAFF	Career Services Coordinator	Student Aides	Additional Trained Professional Staff
EQUIPMENT	Access to Copy Machine	Micro-fiche Reader VCR-Monitor Access to Overhead Access to Slide Projector	*Computer (for GIS)* Portable Computer Copy Machine
RESOURCES	Occupational Information NM Dept. of Labor Federal Government Training Information Books College Catalogs Free Information Career Decision Making Materials Test Preparation Materials Job Seeking Materials	Free Materials Video Library Occupational Library	GIS Software System

LEVEL I + LEVEL II + LEVEL III

=

A COMPREHENSIVE CAREER CENTER

*The Guidance Information System is highly recommended at all levels if financially possible.

Staffing the Career Center and selecting the equipment and resources for the Center can seem like a complicated procedure. To simplify the process, it is suggested that the Career Center "developer" utilize the **Levels of Development** described in this section. At the minimum, the components of Level One should be implemented; however, as resources and funding become available, the "developer" can introduce components within Levels Two and Three. The comprehensive Career Center will be established when all components of Levels One, Two, and Three are implemented.

The **FIRST LEVEL** consists of the basic needs of any career resource area.

The **SECOND LEVEL** includes additional resources.

The **THIRD LEVEL** has available a fully-trained staff, state-of-the-art equipment, resources, and computerized information.

LEVEL I

STAFF

A guidance and counseling staff member should be appointed as a **Career Services Coordinator** for the purpose of managing and implementing programs, developing budgets, maintaining resources, and training counselors. Although it would be ideal to select a Counselor who is trained in career planning, the lack of a trained person should not be a deterrent for developing the idea. Within the State of New Mexico, there are several excellent training sources in the area of career planning. SOICC offers the **Improved Decision Making** Workshops throughout the state, and New Mexico Career Information Systems (NMCIS) presents both fall and spring conferences, which include training on the GIS and other related career topics. For contact information, refer to the Support Services Available section of this manual.

EQUIPMENT

Having access to a copy machine is a necessity. In a school setting, many copies are needed for student use and group presentations. A copier would also be useful for duplicating day-to-day communications and reports.

RESOURCES

It is recommended that all Career Centers provide five basic types of information:

(1) **Occupational information** for both military and civilian jobs to include training requirements, duties, salary, work environment, projection of employment, and advancement opportunities

(2) **Training information** to include universities, community colleges, vocational-technical schools, military, apprenticeships, and on-the-job training

(3) **Career decision-making materials** such as tests and surveys of students' interests, values, and aptitudes, and self-directed materials for career planning exploration

(4) **Test preparation material** related to the PSAT, SAT, ACT, ASVAB, and Civil Service

(5) **Job seeking material** related to strategies, resumes, applications, interviews, and advancement

A sixth category of **scholarship and financial aid information** may be added if the institution does not have a separate department handling this area.

Occupational Information

The New Mexico Department of Labor offers many free publications:

* N.M. Jobs for Graduates
* N.M. Labor Market Review
* N.M. Workforce 2000
* Prospects
* N.M. Job Hunter's Guide
* N.M. Occupational Outlook To 1995
* N.M. Economic Outlook

Please refer to the Support Services Available section of the manual, under SOICC, for more information on these publications.

The **federal government produces several publications** related to occupational and labor market information. It is highly recommended that the following selections be included when establishing a Center:

* Dictionary of Occupational Titles (DOT) and any supplements to the DOT
* Guide for Occupational Exploration
* Occupational Outlook Handbook
* Occupational Outlook Quarterly
* Military Career Guide
* Military Career Paths

Many of these publications are updated and revised periodically. These federal publications are further detailed in the Support Services Available section of the manual.

Training Information

Books related to specific training opportunities can be ordered through companies such as Peterson's, Barron's, ARCO, Lovejoy, or from career resource catalogs. Having several books in each category from different publishers can assure that complete information will be available to students. Listed below are some suggested books for the specific areas. They are:

* Four-year Colleges

  The College Handbook 1989-90, College Board Publication
  The 1989 GIS Guide to Four-Year Colleges, Houghton Mifflin Company
  Lovejoy's College Guide, Monarch Press

* Two-year Colleges

  Peterson's Guide to Two-Year Colleges, Peterson's Guides, Inc.
  AACJC 1990 Directory of Community, Technical, and Junior Colleges, American Association of Community and Junior Colleges

* Vocational, Technical, Trade Schools

  The College Blue Book, Occupational Education, Macmillan Publishing Co., Inc.
  Technical, Trade, & Business School Data Handbook, 1988-90, Orchard House, Inc.

* Graduate and Professional Programs

Graduate and Professional Programs: An Overview 1990, Peterson's Guides, Inc.

These books contain the admission policies, tuition rates, addresses, programs of study, and other pertinent information of individual schools, useful in choosing a school.

Catalogs from specific colleges can be obtained directly from the institution by sending a postcard request. Having the books above provides the basic educational information, but they do not contain the wealth of information found in individual catalogs. A college catalog section of two- and four-year programs will be invaluable to high school students.

Other sources which offer free information on training opportunities should be considered. Military recruiters and private employers can enhance a Center's resource collection. Prospective employee packets can provide on-the-job training ideas and hiring requirements. Some Counselors regularly attend job fairs to obtain these materials for student use. The New Mexico State Occupational Information Coordinating Committee and the New Mexico Career Information Systems, mentioned in the Support Services Available section, are excellent sources of materials related to training opportunities in New Mexico.

For information on New Mexico training opportunities, the tabloid Prospects: Career and Educational Opportunities in New Mexico is an excellent resource that is available free of charge from the New Mexico Department of Labor.

Career Decision-Making Materials

Career decision-making materials include both testing materials and individualized, self-guided, career-planning books. Tests will be covered in the Career Assessment Tools section. The books available are numerous, and it is suggested that perhaps three or four be selected to allow for individual differences. Some possibilities include:

What Color is Your Parachute, Bolles (updated yearly) (1989)

The Career Finder, Schwartz and Brechner (1983)

Your Working Life, Herr (1980)

The Three Boxes of Life, Bolles (1981)

Up Your Career, Dauw (1980)

Coming Alive From 9 to 5, Michelozzi (1988)

Counselors and teachers can use these career-planning books for individual counseling, group workshops, and classroom presentations.

Test Preparation Materials

High school students may be interested in study guides for tests they will be taking in conjunction with their future plans. Some of these include the ACT, SAT, PSAT, and ASVAB. **Test preparation materials** are highly recommended for a career resource area. If students are permitted to check out these materials, a system would need to be established similar to library check-out procedures. The books will give an overview of test content, time allotment, testing procedures, and test-taking tips. Sample test questions and review exercises are included in the study guides. Offering several versions of study guides for the same test will provide students with a choice of materials, and will provide the industrious student several guides to use. Some recommended study guides are given here.

* ASVAB, How to Prepare for the Armed Forces Test, Barron's Educational Series, Inc.
* How to Prepare for the SAT, Barron's Education Series, Inc.
* ARCO Preparation for the SAT, Arco Publishing
* ACT, American College Testing Program, Simon & Schuster, Inc.
* How to Prepare for the ACT, Barron's Educational Series, Inc.

Some companies offer computerized versions of these test guides. These would require excessive computer time, which may be prohibitive if the Center has only one or two terminals; however, parents may be interested in obtaining these. Ordering information can be found in most of the free catalogs listed in the Ordering section of this manual.

Job-Seeking Materials

Job-seeking skills materials will fill a need for students seeking part-time positions while attending school, and also help prepare those going directly from high school into jobs. Books, videos, workshops, and classroom presentations are all ways to assist students in preparing for employment.

Resources in the job skills area should include information on the job market, application procedures, resume writing, and the interview process. There are books which cover all phases of the job hunt and others specifically addressing one area, such as resume writing or interviewing. Some examples of encompassing publications include:

You're Hired! The Nuts and Bolts of Job Hunting, by Fuchs and Manning, 1986
Who's Hiring Who, Richard Lathrop, 1990
How to Land a Better Job, Catherine and Oscar C. Lott, 1987
Super Job Search, Peter K. Studner, 1987

Examples of publications addressing specific areas of job hunting include:

How to Write Better Resumes, Adele Lewis, 1989
The Perfect Cover Letter, Richard H. Beatty, 1989
Interview for Success, Caryl R. and Ronald L. Krannich, 1988
How to Get Interviews from Job Ads, Kenton W. Elderkin, 1989

A good source of local information is the New Mexico Job Hunters Guide, published by the New Mexico Department of Labor. It describes the state and regional economies, highlights industrial trends, lists major employers, shows how to prepare applications and resumes, recommends interviewing techniques, and offers many other job hunting tips. For ordering information, see the SOICC section of the Support Services Available section of this manual.

LEVEL II

STAFF

Level I staffing provides a good foundation for a Career Center and allows most student needs to be met. In Level II, staffing could be expanded to include **student aides**. They can be trained by the Counselor to use the equipment, identify resources, and perform clerical duties.

EQUIPMENT

The purchase of a **micro-fiche reader** would allow access to the New Mexico Department of Labor weekly job announcements, and the viewing of other materials available on micro-fiche.

College catalogs on micro-fiche can be a way to offer a comprehensive catalog section. This is important if space is not available for displaying college catalogs. The cost for a complete national micro-fiche set, ranging as high as $700, may be prohibitive, as it needs to be updated periodically.

The addition of a **VCR and monitor** will allow the Center to develop a video library that features occupational, career-planning, and job-seeking skills tapes. If funds permit, a monitor with **headphones** will allow for "privacy" viewing of the videos.

Overhead and slide projectors are useful for classroom presentations and workshops. Many schools already have these, so as long as the counselors have access to them, purchases would not be necessary.

RESOURCES

Although Counselors are encouraged to keep writing to occupational organizations and industries for free materials, the cost for file cabinets, folders, and the manpower required to process this information needs to be considered at this time.

This is also the time to add books related to specific career fields, as well as encyclopedias of occupations. Adding these types of books will require the development of a check-out system (if Counselors decide to check books out to students).

If a VCR and monitor were added to the equipment inventory, then a video library can be developed. The State of New Mexico is fortunate to have received the benefit of the production of over 100 **occupational videos** that were produced in New Mexico by Hobbs Junior College under the sponsorship of the JTPA/Department of Labor Program. The videos feature the vocational and technical occupations that are part of community college training programs in New Mexico.

A number of **job-readiness skills videos** can also be purchased for reasonable prices. The videos mentioned here cover the major themes of job preparation, such as resume writing, interviewing skills, and the overall steps in obtaining work. It is a small sampling from a wide variety available.

How to Get the Job You Want, Career Planning Associates of Madison, 1987
Career Exploration Video, JIST Works, Inc., 1989
Resumes/Job Applications, A Practical Guide, Sunburst Communications, 1983
The Four Stages of Interviewing, Career Development Software, Inc., 1986

When reviewing catalogs to make selections, consider the age group for which the video is geared, and also the time length of the video. For example, the video mentioned here on interviewing is 45 minutes long and would need to be shown in sections.

Many colleges are now producing **recruitment videos** and give them to high schools free of charge. Companies that promote certain occupations (i.e. pharmacist) provide free occupation-related videos. It is always worth the time to research this option.

LEVEL III

A Level III Career Center will be the one that offers comprehensive services and meets the needs of all students. At this level, the Center will provide additional trained professional staff, state-of-the-art equipment, and expanded resources.

STAFF

The need for **additional trained professional staff** will be determined by the school's population and requirements. A full-time Career Counselor may be needed to serve the student case load and to lead group presentations. Para-professionals who maintain the Center's equipment and resources may be added for clerical support. Professional staff may find that additional student aides can fill the para-professional duties while learning more about career planning themselves. The "right" kind of staff will be determined by the needs and budget of the Center.

EQUIPMENT

Adding a **computer** at this level would significantly enhance the career services offered. This will be the most noticeable "time saver" and resource for delivering career and assessment information to the student in a rapid, understandable, and comprehensive manner.

Today's computer technology brings us state-of-the-art programs, such as the Career Guidance Information System (GIS), that allow the Counselor to provide computerized assessment, information retrieval, and resource identification. More information is provided in the Resource and Assessment sections of the manual.

The computer also allows for needed word processing capabilities and data base management.

The bottom line is that a well-utilized computer in a Career Center is worth it's weight in gold.

A portable computer is a luxury item which would allow for expansion of services to other classrooms and schools. Two computers at the same Center location would allow use by more than one student at a time.

A copy machine owned by the Career Center would permit easy dissemination of materials. Career Center staff could use the machine to copy information from D.O.T. files, reference books, and college catalogs so that students could take that important information with them.

RESOURCES

The Guidance Information System (GIS), a computer software package, is used by most of New Mexico's colleges and by some of the high schools. The GIS is an electronic retrieval system for locating facts about colleges, occupations, military careers, and financial aid programs. The system contains accurate and up-to-date information on over a thousand occupations and over three thousand colleges. An optional component for the GIS is the Career Decision Making Interest Inventory (CDM), by Harrington/O'Shea. It is recommended to include the CDM if the GIS is obtained for the project.

With the assistance of the GIS, Counselors and students can quickly find career research information conveniently in one place. The GIS is easy to learn and to use, with basic operations mastered in minutes. There are advanced features which the Counselor and assistants can learn. The New Mexico Career Information System (NMCIS) staff offers in-service training and workshops on the GIS.

The GIS is maintained and leased by Houghton Mifflin Company/Educational Software Division. Through a state-wide consortium, the system is relatively inexpensive to obtain in the State of New Mexico. The cost of the entire GIS software system to fit on a micro-computer is less than $2,000 per year. For more information on prices and ordering, please contact:

Ray Gallerani GIS Regional Representative 1-800-442-8855	-or-	Max Madrid Local GIS Representative 505-881-6276

For general information call:

Elma N. Pineda, NMCIS Director
505-277-5137

Career Counselors must use their existing resources to increase and refine their own career-planning knowledge. Books such as Career Choice and Development, by Brown, Brooks, and Associates, and Career Counseling: Applied Concepts of Life Planning, by Zunker, are textbooks for future professionals in the career education field.

Counselors should frequently examine the content of their resource information.

* Is the career information current?
* Is the information relevant?
* Is the information being used by students?

The comprehensive Career Center is one that has multi-dimensional resources that meet the needs of a diverse student population.

Assessment is one of the keys to helping students make intelligent and well-informed career decisions. The ideal "package" of assessment tools include:

Achievement Test Scores that measure structured learning, such as what students learn in the classroom.

Aptitute Test Scores that measure not only what students learn in the classroom, but also what students learn outside of the classroom, or in unstructured settings.

Interest Inventories that measure the student's interests, work values, and occupation expectations.

ACHIEVEMENT TESTS

Achievement test results are standard items contained in student files. If they are not available at the time of the initial session with the student, they can be used in follow-up sessions and in conjunction with other test scores.

APTITUDE TESTS

Aptitude tests measure specific skills and proficiencies. Through the process of measuring aptitudes, a guide can be developed to determine potential career choices.

The Armed Services Vocational Aptitude Battery (ASVAB) is an example of a multiple aptitude battery. Results help students assess their aptitudes and predict performance in academic and occupational areas, select career exploration activities, and make tentative career choices.

Ideally, the ASVAB will be administered to all 11th grade students at the beginning of the school year. The results are returned to the schools in approximately two weeks, along with one Exploring Careers-The ASVAB Workbook for each student who takes the battery. The ASVAB Workbook helps students identify occupations which are based on their preferences. ASVAB Test Specialists provide training for educators and recruiters on interpreting the test, as well as how to use the resource materials to identify specific occupations for students. These occupations are based on each student's ASVAB scores and what the students indicate as their values, interests,

skills, what they want to avoid, and the amount of education they are willing to acquire. Once students have identified one or more occupational areas based on the above criteria, they can use the Career Center to more fully investigate the specifics of jobs or occupations which most appeal to them. For example, the number of openings in each state, salary, amount and kind of education required, etc. Once juniors have identified occupations, they have two consecutive years in which to focus their energies toward reaching the occupation of their choice.

The ASVAB is equally important to juniors who plan to go to college. Not only can these students look at how their scores compare to the scores of students who are attending college (using their academic scores), but the occupational composites may provide useful information for students who are undecided about what major to pursue.

There is no charge for the ASVAB, and all services and materials (test administration, scoring, interpretation, scratch paper, and pencils) are provided by the Department of Defense. School officials need only provide seating accommodations for students and a school liaison with whom testing personnel may coordinate testing procedures.

CAREER INTEREST INVENTORIES

Interest inventories associate individual interests with interests of people who have a high degree of job satisfaction in a particular occupation. It is based on the idea that people with like interests share similar job interests. These surveys can stimulate student involvement in career exploration, and are helpful in the career decision-making process in which students learn more about themselves and the world of work.

One of the most beneficial products of today's computer programming advances is the production of the computerized career assessment and resource programs that are available for Career Centers.

Counselors are asked by students and parents to provide extensive information relating to not only one occupation, but several unrelated occupations. At the same time, there is an expectation to provide some degree of career compatibility assurance. This places the Counselor in an awkward position--wanting to help the student and wanting to provide accurate and up-to-date information. Short of having stacks of resource books and file cabinet after file cabinet of resource information, the computerized assessment and research program is the "answer from above," according to one New Mexico high school Counselor.

The CDM Interest Inventory, an optional part of the GIS software system, allows the students to enter information related to their personal, academic, and financial goals, as well as other pertinent areas. This is "compiled" and provides an analysis of best-suited occupations related to this "inventory" of information. There is also a built-in mechanism that allows the student to change his mind and to consider other possibilities.

There are many other interest inventories available both in written form and computerized form. It is worth investigating all of the possibilities. The companies that sell the books/software will often provide in-depth manuals and brochures that explain their products and the results produced by their assessment package.

An important aspect of a Career Center is the presentation of the resource materials. The resources should be organized in a manner that invites and encourages people to use them without feeling as though they are imposing on the staff.

Everything needs to be labeled so that the resources can be easily located. This identification, combined with organization, provides **easy accessibility** to students, faculty, and staff. Many students and instructors will stop by the Career Center to look through the books, college catalogs, and publications, or just to browse; and the easier it is to come in and find information, the more likely it is that they will return.

EQUIPMENT

COMPUTER

If you are using a **computerized assessment system**, the computer should be located in an area of the Career Center where students will have privacy when using it. Although this area does not have to be enclosed, it is best to place the computer in an area where more than one person will not be working and/or talking. This is most important when they are taking the interest inventory and need to concentrate without interruptions.

It is important that the system have a high speed printer near the computer. This will be used for printing assessment results, as well as general occupation and college information for the student's immediate use. One recommended assessment in this manual is available through the G.I.S. (Guidance Information System). The G.I.S. gives the Career Counselor many options for providing printed materials to the student.

VIDEO CASSETTE RECORDER (VCR) & MONITOR

This is an area that will be used if the equipment and videos are organized so that students do not feel as though they are disturbing others when they watch the videos. Proper arrangement encourages students and faculty to use the equipment (as opposed to looking at it and wondering what it is all about).

Today's students are accustomed to videos and seem to gravitate to them. If they are allowed the freedom to browse through the titles, they will operate the video on their own and at their own pace.

This area should consist of a television, video cassette recorder (VCR), and a good display rack and/or cabinet for the tapes. It

is useful to have a video system that will allow the students to use headphones for audio privacy.

NOTE: It is important that the computerized system, as well as the television and video cassette player, are secured by locks to discourage theft.

MICROFICHE READER

A **microfiche reader** is not an absolute necessity for a Career Center (that is if you have the computerized G.I.S. information and/or a good hard copy section of college catalogs); however, if you do have one, a small workstation is recommended.

D.O.T. FILES

In addition to using the actual D.O.T. book, it is important to set up a filing cabinet that is called the **D.O.T. FILE**. The primary purpose is to develop individual files that provide a more in-depth look into career choices listed in the Dictionary of Occupational Titles.

This can be accomplished by using a filing cabinet with hanging files so that it is easy to find information. The numbering system of the files should be based on the same occupational categories as the D.O.T. book. The files and the book can be used together, or one can just look through the files and pick out information according to the occupational headings.

The hanging files could contain:

1. Job descriptions and related information from employers and organizations.
2. Publications, brochures, and magazine and newspaper articles on various careers.
3. Computerized occupational printouts.
4. Advertisements from schools and colleges which offer training in the specific fields.
5. State, federal, and military information.

An easy way to start building your D.O.T. FILE is to use G.I.S. to identify resources for free literature. The G.I.S. provides an address for obtaining information for each occupation. Many books on careers and occupations also contain job descriptions and lists addresses of organizations that will provide additional information.

RESOURCE MATERIALS

The optimum set-up for resource materials will provide sufficient space to display the resources in seven major divisions:

1. Career Search Section

The resources in this section should provide job descriptions, future outlook for these careers, average national salaries, training or college requirements, academic preparation requirements, related jobs, working conditions, and other pertinent job description information. Books on vocational guidance, occupational exploration, and specific careers have been very popular in this section.

This section could also include the G.I.S. binders. It is easy to create these binders by printing the computerized G.I.S descriptions of occupations. The binders should be arranged in alphabetical order, enabling the students to research the different careers and giving them a reference to request their own G.I.S. computer print-out.

2. Job Hunting Section

This section can consist of books, magazines, and publications on resumes, application procedures, interviewing techniques, cover letters, finding employment, the marketplace, career planning, job skill analysis, how to hold a job, and other related materials.

Many high school students are in the school-to-work-transition phase, and this section provides the career guidance tools to serve these students. It is also used by students who are working while going to high school.

3. Military Sections

The Career Center is really not a place for the standard military information rack. Rather, the Center should be used to provide information about selecting the military as a career field. Although it can be supplemented with copies of recruiting-type brochures, it should really have some good publications that discuss the military career option.

4. College Section

The college section is very important. It is used extensively by juniors and seniors and also by parents! The College Section

should have books that discuss selecting and applying to a college, financial aid information, campus visits, and guides for parents.

Another important component of the college information is the College Catalog section. Often-times this section is built by the "we display whatever they send us" concept. This provides an incomplete college catalog library, making it difficult for students to research their particular college choices.

The G.I.S. is the key to starting the college section. Mailing labels for all colleges in the G.I.S. system can be printed directly from G.I.S. Labels can be used by developing a system for sending pre-printed postcards to request college catalogs from as many colleges as desired. One New Mexico community college has a college catalog section that is comprised of six shelves of books that are eighteen feet long! It is not only comprehensive, but extremely useful. Most important, the information was obtained for the small price of labels, pre-printed postcards, and bulk mail postage rates. Most of the colleges are willing to send catalogs free of charge. It does prove to be more economical than the microfiche college catalogs, and in the long run, it is used more by students, faculty, staff, and parents.

The college catalog section will require sturdy shelves and adequate wall space. The best way to display the catalogs is to shelve them in alphabetical order by state.

5. Publication Section

Once the project developers start writing to companies and state/federal organizations, they will begin receiving magazines, brochures, booklets, and pamphlets. Hopefully, the free newspapers that are published by the New Mexico Department of Labor, as well as other agencies, can be picked up. This will be the beginning of the publication section.

The Publication Section can be burdensome to display unless some funds are invested into the magazine holders that are used by libraries (available at local discount stores), as well as wall display units. This will allow the magazines and newspapers to be categorized, and brochures to be displayed.

If pamphlets or newsletters are received on a monthly basis, then it is a good idea to put them in a clearly-labeled three-ring binder and display it so that it is easily accessible to the students.

6. Video Section

Video display units can be expensive. One option is to purchase an inexpensive bookcase and display the videos on the shelves in an upright position.

7. Bulletin Board

A Career Center bulletin board is useful for posting articles and publications on job training, college life and degree programs, job-seeking skills, N.M. economic outlook, future wages and jobs, high school information, and career planning.

READY?.....SET.....GO!

1. Have you observed an operational Career Center?

2. Have you found a location for the Career Center?

3. Is your Career Center operational?

4. Have you decided on an appointment system for students?

5. Have you planned open houses for the Career Center? (Are these designed for specific groups?)

6. Have you publicized the new Career Center? (Radio, TV, Newspaper, School Bulletin, Posters)

7. Have you surveyed faculty and staff to assess their needs?

8. Have you established a close working relationship between yourself and the guidance department?

9. Have you prepared an Information Form of Career Center services for the faculty?

The Career Center day-to-day operations should include individual career counseling appointments, interest inventories, classroom presentations, research projects, and workshops.

COUNSELING

When a student visits the Career Center, the Counselors first establish why students have come and what their needs are. Career Counselors should "facilitate" a student's choices in career decisions. The career decision is ultimately made by the student.

An **interest inventory** is recommended if students need to define their interests more clearly. Not every student needs an inventory, but an inventory helps define a student's interests and may suggest career clusters based on those interests. The inventory should be age appropriate and take no longer than thirty to forty minutes to complete, with another twenty to thirty minutes for the counseling session. During the assessment of some inventories, interest scale scores and the relationship of a student's values, abilities, and subject preferences may be explored. The Counselor and student discuss any test conflict that may arise during the inventory evaluation. For example, some student's job values may not match their job choices. It is important for Counselors to suggest that career decision making is a lengthy process and may not be decided in one or two sessions. After the inventory is completed, students can select information on civilian and military jobs, vo-tech schools, or colleges.

When students know their occupational interests, in-depth occupational exploration can be done using computerized occupational print-outs, D.O.T. files, and other occupational resources.

Counselors also help the student explore different educational plans. Together they investigate colleges and vo-tech schools by using computer information and school catalogs. Career Counselors may assist students with their expectations of a school's costs, location, course work, and length of programs.

After the student has established an educational plan, additional issues such as financial aid, military service, or prospective employers may be addressed.

CLASSROOM PRESENTATIONS

Classroom presentations should be initiated to help students become aware of the Career Center services and resources. The first presentation is usually general in nature, often followed by requests for more specific presentations. Suggested presentations include these types: general, subject-matter related, value-oriented, senior packet, and research. A Faculty Request Form needs to be distributed to request their ideas on student utilization, classroom presentations, workshops, and Career Center visits.

GENERAL

First presentations need to be general in nature. After a conference with the teacher, the Career Counselor visits the high school classroom. It is important that this presentation include Career Center purpose, location, appointment hours, and explanation of resource samples. A recommended general presentation consists of the following: a sample occupational video, a career information book, a job-seeking skills book, Department of Labor publications, and student-selected occupational printouts. Specific references could include The Occupational Outlook Handbook and the Military Career Guide.

SUBJECT-MATTER

Subject-Matter presentations should be a response to teacher needs. Instructors may request presentations on occupations and training related to their course of instruction. For example, a Business Law class presentation could include information on the nature of legal work and related legal occupations. The Career Counselor then prepares information on the training, working conditions, earnings, and expected job outlook for the requested profession.

VALUE

Value presentations can take the form of self-assessments or work values. Self-assessment of values should be explored for the students to learn more about themselves and their values and how these relate to the world of work. Work value presentations stress the importance of post-high school training, and job prospects. Vocational training, state labor market reports, and the minimum hourly wage are all issues related to work values.

Graduating seniors should be the target group for educational and employment information because of their immediate need. In the spring, Counselors can visit the classrooms and distribute and explain senior packet information. The packet information might include a letter of congratulations, a Career Center information sheet, Department of Labor publications, and job-seeking skills information. By distributing packets early in the spring, students have time to do Career Center research. The career information packet can be the Center's gift to graduating seniors.

RESEARCH

Research projects for students typically begin with a classroom presentation. Videos from a cross-section of careers should be shown so students can examine occupational differences. Students can then visit the Career Center for follow-up research on their chosen careers. This research will often take several visits. The student now has the occupational information to prepare an oral or written report.

Other research projects could involve giving group career assessments. Small groups could meet in the Career Center to discuss their test results and research their occupational ideas.

WORKSHOPS

High school Career Counselors often design job-seeking skills workshops. Resume writing, job application procedures, and job interview skills are all relevant topics for these presentations. Job-seeking information should be presented in both group and individual settings.

Videos and other interesting audio/visual aids can accompany the workshops.

INTAKE FORM

An **intake form** should be developed for a two-fold purpose:

1. To provide statistical information that indicates the number of students utilizing the Career Center.

2. For Counselor documentation of student sessions.

An intake form should be filled out by each student using Career Center services (**See Appendix D**). Besides the general information such as name, address, social security number and school grade, ethnicity should be included to comply with Equal Opportunity Legislation.

A section on future plans (work, military, vocational, and college) helps the Counselor in guiding the student with career choices.

Specific stipulations from funding sources may require Career Center information for accountability. This section may include questions on New Mexico residency, citizenship, selective service, student involvement in a vocational/technical program, and handicapped status.

The back of the form is filled out by the Counselor and should include information and data on what services were available and utilized by the students. Several categories are printed on the form so that the Counselor who fills it out can simply circle the appropriate items. This saves time during the counseling session. Intake forms are then easy to read when preparing a monthly report and statistical evaluation. This section is very beneficial to the Counselors because it is an evaluation tool to determine how effectively the resources are being used.

If there is a computerized system, there should be a section listing the files so documentation can be kept on how often the system is accessed and which programs are being used. This section could include occupation, Armed Services, two- and four-year colleges, graduate schools, financial aid, and New Mexico files. Because of rental costs, it is important to show that it is being utilized on a frequent basis.

A "remarks" section is used to explain pertinent information about the student and the counseling session. This could include such facts as his future occupational and educational

goals, results of the interest inventory, concerns that the students or Counselor may have, a listing of the computerized print-outs that were given, and how the Counselor served the student.

MONTHLY REPORT

A monthly Career Center progress report should be prepared. It is important that copies be submitted to those involved with the supervision and funding of the Center. The report is necessary for two reasons; first, it provides monthly accomplishments to program sponsors; and second, it enables the Counselors to analyze the process and to make any changes necessary.

The reports need to contain information on all phases of setting up and operating a Career Center. They should include documentation on ordering equipment, resources and supplies; the actual moving into the Center; training procedures; seminars and meetings attended; "open houses;" any forms, brochures, or literature developed; and the general day-to-day operations, such as classroom presentations and workshops.

In addition to the objective analysis of the month, a subjective evaluation should also be done. The Center Director can recap the month and discuss any problems that may have developed and the solutions formulated for the future.

A tally should be completed from the intake sheets and attached to the monthly report so that the statistical information is available. This tally should be divided into the following categories: number of students, number of handicapped students, male or female gender, ethnic group composition (American Indian, Asian, Black, Hispanic, Other), and grade level.

The monthly report also needs to include the total time students were served. Figures on all the individual services for the month also need to be reported. Examples might include the number of students who received counseling, or the number of students who used college catalogs.

NEW MEXICO STATE DEPARTMENT OF EDUCATION (NMSDE)

The Department of Education strongly supports the idea of promoting student skills to develop, implement, and enhance career decision-making. The skills utilized for this process are global and can be applied to lifelong planning.

Educational Standards for New Mexico Schools (ESNMS) state that for school districts to be in compliance, they must provide career counseling: "Career counseling shall provide information on educational and occupational opportunities and shall help students assess their aptitudes and interests. This shall be done on a continuing basis beginning at the kindergarten level." A.7.1.5.

The Department of Education provides technical assistance to all school districts in the form of on-site visits, correspondence, telephone contact, and networking. The following services are available:

* Developing and writing K-12 career counseling curricula.
* Implementation and evaluation of career counseling curricula and programs.
* On-site workshops on topics relating to career counseling programs.
* Information regarding compliance with ESNMS regulation related to career guidance.
* Resource and network liaison.
* Direct consultation regarding the New Mexico State University-Alamogordo/Alamogordo Senior High School Career Center Project.

For more information contact:

Nancy Mandel
Guidance/Counseling Consultant
New Mexico State Department of Education
300 Don Gaspar
Education Building
Santa Fe, NM 87501-2786
Phone: (505) 827-6675

NEW MEXICO CAREER INFORMATION SYSTEM (NMCIS)

NMCIS was established in 1978 as an effort to provide New Mexicans with access to information about careers, education, and financial aid. The methods of providing the information have evolved primarily from printed materials and shared main-frame computer usage to self-contained micro-computer use. The GIS is widely used.

Project Services for Career Counselors: An integral part of the NMCIS is the service available to the Career Counselors and Advisors who participate in the system. The following services are offered:

* On-site training: career information, specifically the GIS, for career development, guidance, recruitment, and placement.
* Bi-annual workshops: opportunities for professional development and networking.
* LINKAGES: quarterly newsletter providing information of interest to career counselors.
* Assistance: establishing career information dissemination sites or career centers.
* Consultancy services: assistance with career counseling strategies and techniques.
* Liaison services: with Houghton Mifflin, distributors for GIS.

These materials are available upon request: LINKAGES (newsletter), Career Training Opportunities in Two Years or Less (brochure), New Mexico User's Guide to GIS State Files (manual), A Model for Structuring Career Development Programs, Bi-annual workshop information, GIS information.

For more information contact:

New Mexico Career Information System
Department of Educational Administration
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
Phone: (505) 277-5137 Director

DEPARTMENT OF DEFENSE:
ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The Armed Services Vocational Aptitude Battery (ASVAB) provides measures of aptitudes for general academic areas and occupational areas that encompass most of the civilian and military world of work. The ASVAB was first offered to schools by the Department of Defense (DOD) in 1968 and is provided to students at no charge. Today, with over one million students in approximately 15,000 high schools taking the ASVAB annually, it is the most widely used multi-factor aptitude battery in America.

The ASVAB is designed specifically for use with students in grades 10 through 12 and in post-secondary schools. It was developed to yield results that are useful to both schools and the military. Schools use ASVAB test results to provide educational and career counseling for students, while the military services use them as qualifying instruments for entrance into the military and their respective programs and occupations.

In New Mexico, the ASVAB is administered by military and civilian personnel who are employed by the Department of Defense. The battery takes approximately three (3) hours to administer. School officials (counselors, teachers, and principals) may schedule the test by calling the testing section of one of the three (3) Military Entrance Processing Stations (MEPS) that provide services to school officials in New Mexico. Educators in the southern part of New Mexico may contact the El Paso MEPS testing section by calling (915) 755-8280. Amarillo MEPS services the far eastern part of the state and can be reached by calling (806) 376-9749. All other parts of New Mexico are serviced by the Albuquerque MEPS and can be reached at (505) 766-2495. Collect calls from school officials will be accepted.

For more information contact:

Dr. Joe Anne Bridge
Federal Building
P.O. Box 103
Albuquerque, NM 87103
(505) 766-2458

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (SOICC)

PUBLICATIONS

The New Mexico Department of Labor and the State Occupational Information Coordinating Committee produce a number of reports useful for counseling students. These include:

New Mexico Job Hunter's Guide
Describes general economic conditions, job needs, wages, career planning, training sources, large employers, interviewing, resumes, and other information. Additional listings on industries, employers, and kinds of jobs are available for the following major New Mexico cities: Albuquerque, Santa Fe, and Las Cruces.

Prospects
This "newspaper-type" publication provides a wide variety of economic, occupational, and educational information intended to help individuals make career decisions and prepare for job entry.

Area Job Market Flyers
Single page reference pamphlet providing information and tips on finding jobs. For New Mexico, Albuquerque, and Santa Fe.

New Mexico Occupational Outlook to 1995
Report giving expected annual numerical job openings for about 600 occupational groups statewide and in Albuquerque with narrative analysis. Also includes information on employment changes by industry and on job characteristics.

Workforce 2000
Report provides a glimpse into the 21st century, detailing expected changes in the state's population, labor force composition, industry and occupational employment, and educational levels.

Albuquerque Small Employer Wage Survey
Annual report showing entry, average, and ranges of pay for about 100 skills in companies of 10-100 employees.

Geographic Quadrant Wage Surveys
Reports for each quadrant of New Mexico showing entry, average, and ranges of pay for approximately 60 skills in companies of 15 or more employees. When ordering, specify which quadrant(s) desired. Publications for:

A. Southeastern
B. Southwestern
C. Northeastern
D. Northwestern

Large Employers in New Mexico by County and Large Employers in the Albuquerque Area
Publication listing names, addresses, and phone numbers by industry.

Multiple copies of the above are available at no charge from:

Larry Blackwell, Bureau Chief
Economic Research & Analysis
New Mexico Department of Labor
P.O. Box 1928
Albuquerque, NM 87103
(505) 841-8645

- or -

Charles Lehman
SOICC
P.O. Box 1928
Albuquerque, NM 87103
(505) 841-8455

COUNSELOR TRAINING

NM-SOICC sponsors a number of **workshops for school and agency counselors** across the State. These training sessions show how to use national and state labor market information materials and reports to help their students and clients make career plans. Included in the course are detailed explanations of labor market definitions and local job conditions, dissemination and discussion of relevant state and national reports, career counseling techniques, and practice case studies.

For more information on these contact:

Charles Lehman, Director
See above Address

STATE DEPARTMENT OF LABOR

NEW MEXICO DEPARTMENT OF LABOR SERVICE CENTERS

New Mexico Department of Labor Service Centers provide a number of services to employers and workers throughout the state free of charge. Particular areas of interest to registered job-seekers are:

1) Referral to job openings listed by employers.
2) Certification and placement in on-the-job training programs.
3) Certification for employer tax credit eligibility.
4) Testing for basic aptitudes and clerical skills.
5) Payment of unemployment insurance as eligible.

For further information on any of these programs, contact the nearest service center listed below.

City	Address	Phone
Alamogordo	901 Alaska Ave.	437-9210
Albuquerque	501 Mountain Road	841-9300
Rio Rancho Satellite Office	4110 Sabana Grande Ave.	981-1911
Artesia	704 W. Main	748-1303
Carlsbad	323 S. Halagueno	887-1174
Casual Labor	700 Copper	841-8996
Clovis	1601 Sutter Place	762-4571
Portales Satellite Office	1100 Community Way	356-8576
Espanola	Onate Street	753-2285
Farmington	600 W. Arrington St.	327-6126
Gallup	814 S. Second St.	863-3884
Grants	221 W. Santa Fe Ave.	287-9441
Hobbs	204 W. Park	393-5188
Las Cruces	226 S. Alameda	524-6250
Las Vegas	833 Grand Ave.	425-6451
Raton	201 S. Second St.	445-2784
Roswell	108 E. Bland	624-6040
Santa Fe	301 W. DeVargas	827-7434
Silver City	410 W. Broadway	538-3737
Deming Satellite Office	109 East Pine St.	546-0192
Socorro	109 Faulkner	835-0067
Taos	Paseo Del Canon	758-4219
Tucumcari	119 S. Second	461-2734

FEDERAL GOVERNMENT PUBLICATIONS

The Dictionary of Occupational Titles is a comprehensive source of information of over 20,000 occupations, providing both a classification and description of each. It was published in 1977 as the fourth edition. Supplements containing newly

created jobs were made available in 1982 and 1986. The D.O.T. provides educational, environmental, and physical requirements for jobs. This is a necessary resource.

The D.O.T. and its supplements may be ordered from:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402.

or

JIST Works
720 N. Park Ave.
Indianapolis, IN 46202
1-800-648-3431

* * * * * *

The main objective of the Guide for Occupational Exploration, produced by the Department of Labor, Employment and Training Administration, is to help students identify occupations that realistically match their interests, skills, values, and abilities. By relating these interests, work values, favorite school subjects and occupational experiences to their pertinent occupational clusters, the Guide helps to show a clear relationship to the world of work.

The Guide is organized in two major categories to aid in the career selection process. Information about the world of work is the first category. Information about the person making career decisions is the other major category. Work values, leisure and home activities, favorite school subjects, preferred work settings, job experience, and military job specialities are listed within their related work groups. Additionally, the Guide includes a system that can be used for making career decisions, and five appendices that can be investigated for related information. Although it has its own coding system for occupations, these are all cross referenced to the corresponding D.O.T. code number. The Guide may be used with or without the aid of a Counselor.

The Guide may be ordered through:

U.S. Government Printing Office
Washington, DC 20402
(stock no. 029-013-00080-2)

* * * * * *

The Occupational Outlook Handbook (OOH), published by the U.S. Bureau of Labor Statistics, U.S. Department of Labor, provides highly useful information on the availability and future prospects for jobs. It also contains detailed information on the duties of the job, the training requirements, working conditions, salary levels, and advancement possibilities. It has been produced to be used specifically for career guidance and is updated every other year.

The OOH is ideal for student or Counselor use because it contains many answers to occupational questions. The format is easy to read and understand. Many Career Centers keep several copies on hand because of its frequent use.

To order the OOH, contact:

U.S. Government Printing Office
Washington, DC 20402
(Stock No. 029-001-02766-4)

or

JIST Works
720 N. Park Ave.
Indianapolis, IN 46202
1-800-648-3431

* * * * * *

The Occupational Outlook Quarterly, published by the Bureau of Labor Statistics, provides updated occupational information and can be used to supplement the OOH.

Articles are presented on career fields and other relevant topics to career guidance specialists. Highlighted occupations can include those in new technology or growth fields where demands will be high for specifically-trained personnel.

To order the Occupational Outlook Quarterly, contact:

BLS Publication Sales Center
Box 2145
Chicago, IL 60690
1-312-353-1880

* * * * * *

The Military Career Guide is a comprehensive source of information on enlisted and officer military occupations. Descriptions of the 205 military occupations contain valuable information such as primary work activities, training provided, and work environment. For each military occupation described, comparable civilian occupations are identified.

The Military Career Guide may be ordered from:

Department of Defense
U.S. Military Entrance Processing Command
2500 Green Bay Road
North Chicago, IL 60064
1-800-323-0513

* * * * * *

The purpose of Military Career Paths is to describe the typical duties and assignments a person could expect when advancing

along the path of a 20-year military career. While the Military Career Guide presents an overview of the typical job duties in a military occupation, Military Career Paths presents a more comprehensive description of work performed at various stages of a military career. In total, the career paths of 25 enlisted and 13 officers occupations from the Military Career Guide are described in Military Career Paths. Each occupation contains important career information such as requirements for career advancement, training, typical job duties, and levels of advancement. One of the most interesting features of Military Career Paths is a "career profile" that summarizes the career progression and duties of an actual service member. Exercises have also been included to help use the book more effectively.

To order Military Career Paths, use the same address as the Military Career Guide.

* * * * * *

VOCATIONAL INFORMATION AND PROGRAM SERVICES (VIPS)

The New Mexico State Department of Education Vocational-Technical and Adult Education Division recognizes the effectiveness of competency based education. Curriculum, instructional materials, and instruction based on current minimum occupational competencies are successful in preparing students for the work force. The purpose of the V.I.P.S. Project is to provide all rural (secondary and post-secondary) vocational-technical education programs with innovative instructional materials to supplement the competency-based learning process. The term "instructional materials" is not limited to audio-visuals. The V.I.P.S. Project is "home" to over 1300 vocational curricula developed in regional states as well as materials developed nationwide. New Mexico is a member state in the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) which provides New Mexico vocational educators access to curriculum materials nationwide.

Curriculum materials available through the V.I.P.S. Project are loaned on a 30-day free loan basis. If what is needed is not available, V.I.P.S. can find it. V.I.P.S. also has the capability to search a variety of databases, including VECM (Vocational Education Curriculum Materials). A copy of any information obtained through the search will be sent. Curriculum found through a search is normally available through the Midwest Curriculum Coordination Center (MCCC) on a 30-day free loan basis. If the results of the computer search are not satisfactory, V.I.P.S. can find out if appropriate curriculum is under development--anywhere.

An example of instructional material available in the area of career education is:

Employment Interviews for High School Vocational Students and How To Turn a Job Interview Into a Job (1/2" VHS Videocassettes)

Johnson and Rudolph Job Retention Package

* What Employers Expect
* Working Your Way to the Top
* Using Math on the Job
* English on the Job
* Communicating on the Job

(Videocassettes, Transparencies, Guides, Workbooks, Software)

All secondary schools in New Mexico, except Albuquerque Public Schools and Las Cruces Public Schools, qualify for V.I.P.S as well as every state post-secondary institution and every state Vocational Student Organization. Special non-profit programs funded through the Carl Perkins Vocational Education Act and institutions with special populations as defined through the Carl Perkins Act may qualify with State Vocational-Technical Education Division approval.

If further information is desired on the curriculum services provided by the V.I.P.S. Project or the Vocational-Technical Division, contact:

Carol Bell, Alternate SLR, V.I.P.S. Project
UNM - Valencia Campus
351 Rio Communities Blvd.
Belen, NM 87002
(505) 864-2823 or 1-800-247-VIPS

More information on career planning can be obtained through several sources. The first is through formal classroom education. The second source would be by consulting with agencies and school personnel involved in the career planning process. Third might be to read materials on the subject; and finally would be to contact associations involved with this field. In this section, information will be provided on each of these areas.

FORMAL CLASSROOM EDUCATION

Formal classroom education is offered in Career Planning to both future counselors and students seeking career assistance in New Mexico. The Counseling and Educational Psychology Department at New Mexico State University offers a graduate class in Career, Life, and Vocational Planning. This class is an example, and other universities may offer similar classes. Universities and community colleges throughout the state provide classes and workshops for students on various aspects of career planning. Although these are planned to assist individuals with their particular career planning needs, much useful knowledge could be gained by a Counselor taking the class. Contact the schools on the following list of post-secondary institutions for more information.

PUBLIC POST-SECONDARY INSTITUTIONS

State Supported Two-Year Institutions

Eastern New Mexico University-Clovis
Clovis, NM 88101
Telephone: 505 769-2811

Eastern New Mexico University-Roswell
Roswell, NM 88202
Telephone: 505 624-7000

New Mexico Junior College
Hobbs, NM 88240
Telephone: 505 392-4510

NMSU-Alamogordo
Alamogordo, NM 88311
Telephone: 505 434-3723

NMSU-Carlsbad
Carlsbad, NM 88220
Telephone: 505 885-8831

NMSU-Dona Ana
Las Cruces, NM 88003
Telephone: 505 646-3211

NMSU-Grants
Grants, NM 87020
Telephone: 505 287-7981

Northern New Mexico Community College
El Rito, NM 87530
Telephone: 505 581-4501

Northern New Mexico Community College
Espanola, NM 87532
Telephone: 505 753-7141

Santa Fe Community College
Santa Fe, NM 87502-4187
Telephone: 505 471-8200

San Juan College
Farmington, NM 87401
Telephone: 505 326-3311

University of New Mexico-Gallup
Gallup, NM 87301
Telephone: 505 722-7221

UNM-Los Alamos
Los Alamos, NM 87544
Telephone: 505 662-5919 or 867-2379-ABQ

UNM-Valencia
Los Lunas, NM 87031
Telephone: 505 865-6250

Vocational-Technical Schools

Albuquerque Technical-Vocational Institute
Albuquerque, NM 87106
Telephone: 505 848-1540

ATVI-Joseph M. Montoya Campus
Albuquerque, NM 87111
Telephone: 505 298-5461

Luna Vocational-Technical Institute
Las Vegas, NM 87701
Telephone: 505 454-1484

LVTI-Santa Rosa
Santa Rosa, NM 88435
Telephone: 505 472-3939

LVTI-Springer Satellite
Springer, NM 87747
Telephone: 505 483-5009

Tucumcari Area Vocational School
Tucumcari, NM 88401-1143
Telephone: 505 481-4413

Four-Year Universities

Eastern New Mexico University (ENMU)
Portales, NM 88130
Telephone: 505 562-2178

New Mexico Highlands University
Las Vegas, NM 87701
Telephone: 1-800-338-6648

New Mexico Institute of Mining and Technology (NMIMT)
Socorro, NM 87801
Telephone: 1-800-428-TECH

New Mexico State University (NMSU)
Las Cruces, NM 88003
Telephone: 1-800-662-6678

University of New Mexico (UNM)
Albuquerque, NM 87131
Telephone: 505 277-2446

Western New Mexico University
Silver City, NM 88062
Telephone: 505 538-6106

Military Institute

New Mexico Military Institute
Roswell, NM 88201
Telephone: 505 622-6250

CONSULTING AGENCIES

The State of New Mexico is considered a forerunner in the area of career planning. There are many agencies and schools involved in these programs and most are resources for more information. The state post-secondary schools have Career Planning and Placement Offices staffed with trained counselors and technicians who may be consulted. A consortium exists of agencies and schools in the state which offer career assistance through the GIS. This group is guided by the New Mexico Career Information Systems, headquartered at the University of New Mexico, which offers on-site training and two workshops annually. A visit to a GIS site is recommended before finalizing the Center plans. The following are the GIS sites.

New Mexico Career Information System
Consortium of Guidance Information System Users

City	School/Agency	Phone
Alamogordo	NMSU-Alamogordo Career Center	434-0840
Alamogordo	Alamogordo High School Career Center	437-3010
*Albuquerque	APS-School on Wheels	247-0489
Albuquerque	LULAC-Education Service Center	243-3787
Albuquerque	UNM-N.M. Continuing Education	277-6089
Albuquerque	S.I.P.I.	766-1025
Bernalillo	Bernalillo High School	867-2388
Bloomfield	Bloomfield High School	632-3373
Carlsbad	NMSU-Carlsbad	885-8831
Clovis	ENMU-Clovis	769-4097
Cuba	Cuba High School	289-3211
Espanola	Northern N.M. Community College	753-7141
Farmington	San Juan College	326-3311
Gallup	UNM-Gallup	722-7221
Grants	SFCC-Grants Project	287-7961
Hobbs	N.M. Junior College	392-4510
Kirtland	Kirtland Central High School	598-5881
Las Cruces	New Mexico State University	646-2731
Las Cruces	NMSU-Dona Ana	527-7546
Las Vegas	N.M. Highlands University	425-7511
Las Vegas	Luna Vocational Technical Institute	454-2554
Los Alamos	Los Alamos High School	662-4136
Los Alamos	UNM-Los Alamos	662-5919
Los Lunas	UNM-Valencia	865-9667
Los Lunas	Los Lunas High School	865-4646
Newcomb	Newcomb High School	696-3417
Portales	ENMU	562-2441
Roswell	ENMU-Roswell	624-7401
Roswell	New Mexico Military Institute	622-6250
Roswell	Roswell High School	625-8130
Santa Fe	Capitol High School	989-5555
Santa Fe	Santa Fe Community College	471-8200
Santa Fe	Santa Fe High School	989-5507
Santa Fe	Santa Fe Indian School	988-6263
Santa Fe	Santa Fe Technical High	989-5524
Santa Rosa	Santa Rosa Consolidated Schools	472-3422
Shiprock	Shiprock High School	368-5161
Silver City	Western New Mexico University	538-6310
Socorro	Socorro High School	835-0397
Springer	Springer High School	483-2436
Taos	Northern N.M. Community College	758-9369
Tucumcari	Tucumcari Area Vocational School	461-4413

*Also available at all APS High Schools
For more information, contact Elma Pineda, Director NMCIS-UNM - 277-5137

PUBLICATIONS

A number of books, newsletters, and journals are available to career planning professionals. Some of these publications will be listed in this section. It is recommended that Career Counselors thoroughly research career planning literature. This research gives a well-rounded approach and allows for the learning of theory and the understanding of the career planning process.

Newsletters and Journals

Career Development Quarterly
AACD Headquarters
5999 Stevenson Avenue
Alexandria, VA 22304

Career Developments
5999 Stevenson Avenue
Alexandria, VA 22304

Career Opportunity News
Garrett Park Press
Garrett Park, MD 20896

Journal of Career Planning and Employment
College Placement Council
62 Highland Avenue
Bethlehem, PA 18017

Journal of Counseling and Development
American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304

Linkages
University of New Mexico
N.M. Career Information System
College of Education III
Albuquerque, NM 87131

NOICC Training Support Center Bulletin
Office of Continuing Higher Education
Oregon State University
327 Snell Hall
Corvallis, OR 97331-1633

Spotlight
On Career Planning, Placement, and Recruitment
College Placement Council
62 Highland Avenue
Bethlehem, PA 18017

Worklife
The President's Committee on Employment of People with Disabilities
Washington, DC 20036-3470

CPC Annual
College Placement Council, Inc.
62 Highland Avenue
Bethlehem, PA 18017

Books

Career Choice and Development
Duane Brown, Linda Brooks, and Associates
Jossey-Bass Inc., Publishers
433 California Street
San Francisco, CA 94104

Career Counseling: Applied Concepts of Life Planning
Vernon G. Zunker
Brooks/Cole Publishing Company
Monterey, CA 93940

Career Education in the Middle/Junior High School
Rupert Evans, Kenneth B. Hoyt, Garth L. Mangum
Olympus Publishing Company
937 East Ninth, South
Salt Lake City, UT 84105

Career Guidance and Counseling Through the Life Span
Edwin L. Herr, Stanley H. Cramer
Scott, Foresman and Company
Glenview, IL

A Counselor's Guide to Career Assessment Instruments
Edited by Jerome T. Kapes, Marjorie Moran Mastie
National Career Development Association
The American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22041

Handbook of Career Planning for Special Needs Students
Thomas F. Harrington
Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850

A Model for Structuring Career Development Programs
Lewis A. Dahmen
New Mexico Career Information System
University of New Mexico, College of Education, Room 111
Department of Educational Administration
Albuquerque, NM 87131

The Changing Workplace
Carl McDaniels
Jossey-Bass Inc.
350 Sansome St.
San Francisco, CA 94104

Using Labor Market Information in Career Exploration and Decision Making
National Occupational Information Coordinating Committee
Garrett Park Press
P.O. Box 190-B
Garrett Park, MD 20896

ASSOCIATIONS

The final source presented here are professional associations involved with career planning. Specific occupational career development information can also be obtained from industry, private companies, the federal government, private professional associations (i.e. nurses, teachers, etc.), and unions.

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
703 823-9800

National Career Development Association
A Division of the American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
703 823-9800

New Mexico Association for Counseling and Development
NMACD
P.O. Box 27160
Albuquerque, NM 87125

New Mexico Career Development Association
NMCDA
Betty B. Kelley
Employee Assistance Program
Albuquerque Public Schools
3315 Louisiana, NE
Albuquerque, NM 87110
505 883-3952

New Mexico Employment and Training Division
NMETA
Carlos Gonzales, Special Projects
New Mexico Department of Education
Santa Fe, NM 87501-2786

New Mexico Council on Vocational Education
202 Central SE, Suite A
Albuquerque, NM 87102
505 841-8746

Suppliers that deal with career-related materials are suggested below. Copies of these catalogs are available upon request. This list is not exclusive, as space does not permit listing all companies.

AUDIO/VISUAL

Cambridge Video
P.O. Box 2153
One Players Club Drive, Dept CV4
P.O. Box 1901
Charleston, WV 25329-2153

The College Board
45 Columbus Avenue
New York, NY 10023-6992

Demco Audio/Visual
Box 7488
Madison, WI 53707

Dynamic Graphics, Inc.
6000 N. Forest Park Drive
P.O. Box 1901
Peoria, IL 61656-1901

Impact Publications
Careers Department
10655 Big Oak Circle
Manassas, VA 22111-3040

Paperbacks for Educators
426 West Front Street
Washington, MO 63090

Social Studies School Service
10200 Jefferson Blvd., Room G
P.O. Box 802
Culver City, CA 90232-0802

The New Careers Center
1515 - 23rd Street
P.O. Box 297-KR
Boulder, CO 80306

BOOKS

Associated Book Publishers, Inc.
Guidance Publications Center
P.O. Box 5657
Scottsdale, AZ 85261-5657

Center on Ed. and Training
for Employment
The Ohio State University
1900 Kenny Rd.
Columbus, OH 43210-1090

CAREER COUNSELOR RESOURCES

The College Board
45 Columbus Avenue
New York, NY 10023-6992

The Guidance Counselor's Store
Ready Reference Press
P.O. Box 5249
Santa Monica, CA 90405

CAREER INTEREST INVENTORIES

Consulting Pyschologists Press
577 College Avenue
Palo Alto, CA 94306-1490

Houghton Mifflin Co.
Software Division
One Memorial Drive, 2nd Floor
Cambridge, MA 02142

PAR
Psychology Assessment
Resources, Inc.
P.O. Box 998
Odessa, FL 33556

Slosson Educational
Publications, Inc.
P.O. Box 280
East Aurora, NY 14052

MISCELLANEOUS CAREER MATERIALS

CFKR Career Materials Inc.
P.O. Box 437
Meadow Vista, CA 95722

Cambridge Career Products
P.O. Box 2153, Dept. CC6
Charleston, WV 25328-2153

Career Aids
20417 Nordhoff Street
Dept. W3 4
Chatsworth, CA 91311

Demco
Box 7767
Fresno, CA 93747

Gaylord Bros.
Box 4901
Syracruse, NY 13221-4901

JIST Works, Inc.
Career Planning and Job Search
Catalog
720 North Park Avenue
Indianapolis, IN 46202-3431

When an order is received from any supplier, remember to check the order thoroughly for accuracy. Overlooking a simple step like this could result in the Career Center purchasing undesired material.

Keep copies of all orders and order forms sent to suppliers. This will serve as a double-check for accuracy, as well as a reference for future purchases. When the time comes to update the materials, it will be a simple matter to pull the previous orders and request updates.

The above list does not indicate New Mexico State University at Alamogordo endorsement.

APPENDICES

&

REFERENCES

Appendix A

CAREER CENTER ASSESSMENT PROJECT
Faculty and Professional Staff Survey

NMSU-A is in the process of developing a Career Center at ASHS. In order for the Career Center to meet the needs of ASHS, we are conducting a survey to assess what career guidance/information presently is being provided by the various school faculty and staff.

Your interest and ideas are essential ingredients in determining what services should be offered. This survey is anonymous, and is your opportunity to help determine the direction of the Center.

Please return this survey to the Career Center mailbox (office).

1. Are you providing students with any of the following career information?

Interest inventories related to career choices	___ Yes	___ No
Value choices related to career choice	___ Yes	___ No
Knowledge of school subjects related to careers	___ Yes	___ No
Knowledge of career information resources	___ Yes	___ No
Knowledge of specific job duties, training, salary, or job market trends	___ Yes	___ No
Awareness of variety of careers	___ Yes	___ No
Awareness of job-searching methods	___ Yes	___ No
Resume and job application preparation	___ Yes	___ No
Job interview techniques	___ Yes	___ No
Guidance in choosing a definite career goal	___ Yes	___ No
Guidance in choosing a college program	___ Yes	___ No
Guidance in choosing a Vo-Tech program	___ Yes	___ No

2. Which of the following resources are you using to provide career guidance and information?

___ Counseling ___ Books ___Guest Speakers ___Class Papers

___ Films/Videos ___ Lectures ___ Field Trips ___ None of These

3. Additional comments or other career related projects you are providing? Please use the back if necessary.

Appendix B

CAREER CENTER ASSESSMENT PROJECT
High School Student Questionnaire

1. What grade are you in? _____

2. Have you decided on what you will do after High School graduation?

   _____YES _____NO

   If yes, please specify (i.e. college, military, vo-tech, on-the-job training, other) _____

3. Would you use a Career Center if one were available?

   _____YES _____NO

4. What type of career information would you like to know more about? Please check as many as apply.

   _____ Occupations _____ Military Careers

   _____ Colleges _____ Vocational-Technical Schools

   _____ Career Tests _____ Job Seeking Ideas

   _____ Resumes _____ Interviewing Skills

   _____ Job Applications _____ On-the-Job Training

5. What kinds of items would you want to use to learn more about careers?

   _____ Books _____ Films/Video Tapes

   _____ Reference Material _____ Career Kits

   _____ Pamphlets _____ Computer Career System

   _____ Microfiche _____ Other

6. Please offer suggestions on ways the Career Center can best serve you and other students.

Appendix C

FACULTY REQUEST FORM

TO: Faculty and Staff

FROM: Career Center Counselors

DATE:

Check the career information boxes that you feel would be of interest to your students. Please return the form to the New Mexico State University at Alamogordo (NMSU-A) box in the Business Office. We will get back to you as soon as possible.

CLASSROOM PRESENTATIONS ON:

- ☐ The Career Center and Its Services
- ☐ Specific Occupations
- ☐ Selecting a College or Vocational-Technical School
- ☐ Career Planning

WORKSHOPS ON:

- ☐ Job Seeking Skills
- ☐ Resume Preparation
- ☐ Application Procedures
- ☐ Interviewing Techniques

STUDENT UTILIZATION OF THE CAREER CENTER FOR:

- ☐ Career Counseling
- ☐ College, Vocational-Technical Searches
- ☐ Research Papers

ANY OF THE FOLLOWING:

- ☐ Classroom Videos
- ☐ Tour of the Career Center (Up to 15 Students)
- ☐ Any Other Topics or Ideas That We Can Discuss With You. (State Briefly)

Name _____ Room # _____ Date _____

Appendix D

ALAMOGORDO SENIOR HIGH SCHOOL
CAREER CENTER
STUDENT INTAKE FORM

HOMEROOM TEACHER AND HOMEROOM NUMBER _____

1. **NAME:** _____
(Last) (First) (M.I.)

_____
(Street Address or P.O. Box) (City/State) (ZIP)

SSN: _____-_____-_____ PHONE NO: _____

2. **ETHNICITY:** This information is requested by government agencies to demonstrate compliance with the Equal Opportunity Legislation. Please check the block designating your predominant ethnic background (VOLUNTARY).

☐ American Indian ☐ Asian ☐ Black ☐ Hispanic ☐ White

3. **SEX:** ☐ Male ☐ Female

4. **GRADE LEVEL:** ☐ 9th ☐ 10th ☐ 11th ☐ 12th

5. **FUTURE PLANS:** ☐ Work
☐ Military
☐ Vocational-Technical Training
☐ 2-Year College
☐ 4-Year College

6. **ARE YOU IN A HIGH SCHOOL VOCATIONAL-TECHNICAL PROGRAM?**
☐ YES ☐ NO

7. **U.S. CITIZEN?** ☐ YES ☐ NO

8. **NEW MEXICO RESIDENT?** ☐ YES ☐ NO

9. **REGISTERED WITH SELECTIVE SERVICE?** ☐ YES ☐ NO

10. **DO YOU HAVE ANY HANDICAPS?** ☐ YES ☐ NO
PLEASE SPECIFY _____

I certify that the information on this document is true and complete to the best of my knowledge.

_____ _____
Signature Date

Appendix D (Side Two)

THE REMAINDER OF THIS FORM IS FOR OFFICIAL USE ONLY

JTPA RELATED COMMENTS:

SERVICES:

1. Intake	6. Orientation	11. Job Seeking Skills
2. Counseling	7. Brochure File	12. Job Ref. Assistance
3. Outreach	8. Books	13. College Catalogs
4. G.I.S.	9. G.I.S. Search	14. CDM
5. Videos	10. Films	15. Other _____

G.I.S. PROGRAMS USED:

16. OCCU	17. COL4	18. COL2	19. AIDS	20. GRAD
21. ASCO	22. NMOC	23. NMEM	24. NMVT	25. NMFA

CC/OTHER ACTIVITY DATE TIME IN TIME OUT TOTAL

_____

_____

_____

TOTAL G.I.S. SEARCHES CONDUCTED: _____

REMARKS:

_____

_____

_____

_____ _____

Counselors Signature Date

_____

_____

REFERENCES

Barron's. ASVAB, How to Prepare for the Armed Forces Test. 3rd ed. New York: Barron's Educational Series, Inc., 1989.

Beatty, Richard H. The Perfect Cover Letter. New York: John Wiley & Sons, 1989.

Bolles, Richard. The Three Boxes of Life. Berkeley, CA: Ten Speed Press, 1981.

Bolles, Richard Nelson. What Color is Your Parachute? Berkeley, CA: Ten Speed Press, 1987.

Brown, Duane. Career Choice and Development. San Francisco, CA: Josey-Bass,Inc. Publishers, 1987.

Brownstein, Samuel C. How to Prepare for the SAT. 14th ed. New York: Barron's Educational Series, Inc., 1987.

Burnett, F. E. Guidelines for Establishing a Career Information Center. Washington, DC: American Personnel and Guidance Press, 1977.

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